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ABSTRACT

A Connecticut school's interdisciplinary team approach toward maintaining black handicapped students in the mainstream of a secondary school is described from the point of view of individual team members. The team consists of a social worker, a guidance counselor/psychologist, special education teacher, and reading specialist. The special education teacher reports that her role includes monitoring a continuum of instructional services (ranging from indirect consultation with regular teachers to one to one tutoring) and adapting traditional high school curriculum methods and materials. Attached are a list of methods of communicating and coordinating programs with regular class teachers, a suggested format for inservice presentation to faculty regarding key issues in special education today, a sample case study, and a list of alternative teaching techniques with secondary students. The counselor comments on her involvement with the Planning and Placement Team, identification of pertinent information for the regular teacher, individual and group counseling sessions, and the maintenance of high visibility. The school social worker reports on his activities providing casework and group work services directly to children with problems and serving as a liaison with community resources. The reading specialist sees her role as helping the student meet the mainstream teachers' weekly objectives and individualized reading skill development. Sample teacher plans, weekly course plans, a content reading questionniare, and an outline of study techniques are attached. (DB)

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INTERDISCIPLINARY ROLES OF PROFESSIONALS INVOLVED IN MAINTAINING BLACK EXCEPTIONAL STUDENTS IN THE MAINSTREAM OF A SECONDARY SCHOOL

BY

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INTERDISCIPLINARY ROLES OF PROFESSIONALS INVOLVED IN MAINTAINING BLACK EXCEPTIONAL STUDENTS IN THE MAINSTREAM OF A SECONDARY SCHOOL.

Since the passage of Public Law 94-142, The Education for All Handicapped Children Act, with its proviso for placement of special students in the least restrictive environment, major problems have been posed for school systems throughout the country. Many studies indicate that a large percentage of regular classroom teachers believe that they know very little about exceptional children and feel inadequate to handle mainstreaming effectively, especially on the secondary level. Simultaneously, many exceptional students who have been placed in the traditional secondary classroom are experiencing frustration and academic failure.

In our experience in Norwalk, Connecticut, we have been faced with a number of problems:

1. teachers were feeling overwhelmed
2. they focused on what exceptional students could NOT do.
3. special education staff was isolated from other faculty members.
4. students manifested negative behavior by
    a. cutting classes frequently
    b. failing academic courses
    c. refusing to comply with school rules and regulations
    d. staying out of school extensively.

We realized that if classroom and special education teachers were to be effective with students, and if students were to succeed in the mainstream, a variety of new strategies would have to be devised. One strategy that has been proven most effective is the team approach. When the social worker, guidance counselor/psychologist, special education teacher and reading specialist pool their efforts, the educational climate improves for the exceptional student.

The exchange of ideas and insights among specialists enhances the understanding of the student. Their meeting frequently leads to greater appreciation of each other's strengths and facilitates the decisions about effective strategies for troubled students. We, as an interdisciplinary team, have developed a very close working relationship that seems to communicate itself to students and staff alike. We meet--some of us daily -- not only to discuss the approach from our particular discipline but also to discuss the overall effect of our various roles on the youngsters with whom we are working. This year, time has been built into the schedule so that we also meet formally as a team once a week. The team approach has led to growth beyond our own role definition. It has led to greater success for the exceptional child.

The purpose of our presentation today is to describe how each of us operates individually and as a member of the interdisciplinary team. Clarence Brodnax, our social worker, will discuss how he addresses the personal and social needs of our exceptional students. I, as the special education teacher, will then address the educational needs. In the absence of our guidance counselor, I will explain her important interaction with students and staff to facilitate student adjustment and performance. Then, Susan Garcia, our reading specialist, will outline techniques for communicating with the mainstream teacher for supporting the exceptional student in the content areas.

THE ROLE OF THE SPECIAL EDUCATION TEACHER

Kathleen Sarmiento

As Special Education teacher at Brien McMahon, I, together with our Guidance counselor, atten Pupil Planning and Placement Team meetings scheduled for incoming students. I develop the IEP with other PPT members, implement and update it throughout the year.

The prevailing pattern of placement in a Resource Room for high school students is for instruction in content areas: language arts, math, science and social studies. We initiated a new approach: a continuum of service depending on the severity of the handicapping condition. Students at our school may now receive one of the following:

1.) indirect service via consultation with teachers if the student is mainstreamed 100% of the time.
2.) supportive service 1 to 2 times per week
3.) individualized instruction in language arts and/or math when academic skills or emotional problems do not allow the student to succeed in the mainstream classes. There is continuous Learning Center support for this group in science and social studies.
4.) individualized remidiation program, e.g. spelling, which is then considered an integral part of the language arts program.
5.) 1-1 tutoring with our volunteer or our aide.

Within the Learning Center, we use a folder system for each student which includes goals and materials that correspond to those prescribed in the IEP, an anecdotal record of performance and behavior, and a behavior modification system which consists of

1.) points earned every day
2.) free time, last ten minutes of each period
3.) game contests: Othello, Connect Four, Backgammon, Labyrinth
4.) field trips: breakfast, lunch at McDonald's
bowling
ice skating
picnics
Bronx Zoo
5.) positive letters and phone calls home.

Our program involves students in mainstream classes to a maximum extent. Success in this type of program depends upon frequent consultation between special education and regular classroom teachers. Our interdisciplinary team accomplishes this in several ways:

1.) We arrange a conference with classroom teachers as soon as a student is identified as handicapped. I sit down with each teacher to whom the student is assigned and discuss the IEP in order to make goals meaningful. I interpret the ramifications of the disability, and then together we determine reasonable expections for that student.
2.) Our team meets every Tuesday after school with a different group of teachers (language arts, math, science, social studies) We monitor the progress of each student and coordinate materials. We record the minutes of these meetings which are then shared with school administrators and department chairmen. These meetings have proven invaluable in terms of improving communication with staff.

3.) We distribute a monitoring sheet halfway through each marking period. Teachers list specific assignments exceptional students will be required to complete by the end of the quarter and we follow through by assisting students with these assignments.

A great deal of my time and energy as special education teacher supporting students in mainstream classes is devoted to adapting the tradional high school curriculum. Many teacher initially balked at using alternative methods and materials or modified homework and quiz requirements for our students. But by assuming some of the work load involved, preparing alternative materials and administering quizzes orally, I provided real support for the classroom teachers and they began to see positive results with the students. We became partners in the educational process.

The following are some techniques we have devised in each subject area that you might be able to implement in your program, too: In math, a subject which lends itself quite readily to individualization within the regular classroom:

1.) Support special students in the Learning Center with their math homework. Many handicapped students lack confidence in their math skills, but respond to individualized reinforcement and encouragement.
2.) Suggest that homework demands be modified when appropriate (e.g. half the problems).
3.) Allow extra time for students to complete tests.
4.) Relate math to daily living whenever possible.
5.) Prepare folder of highly structured, sequenced material in Learning Center for student to take with him to math class.
6.) Confer with teacher regarding appropriate grade each quarter.

In language arts:

1.) Suggest a modification of the number of spelling and vocabulary words required for the Learning Center student when necessary.
2.) Reinforce spelling in the Learning Center orally, with index cards and with the typewriter - a multi-modality approach.
3.) Administer tests and quizzes in the quiet setting of the Learning Center.
4.) Assist students in outlining, structuring and writing reports.

In social studies:

1.) Re-write worksheets and quizzes so that they are more legible.
2.) Encourage the use of posters, collages and art work rather than written reports.
3.) Re-teach material sent by mainstream teacher in preparation for tests - tell students exactly what will be on the tests.
4.) Administer tests and quizzes orally in the special education setting.

In science, probably the most content oriented subject we deal with:

1.) Prepare alternative program for use in regular class - see alternative text, outlines, worksheets and quizzes we have prepared.
2.) Organize hands-on projects to be prepared in the Learning Center for science class- volcanoes, collages, adobe huts constructed with sugar cubes and frosting, etc.

3.) Administer alternative tests to small groups in the Learning Center.
4.) Be an active advocate for Learning Center students with science teachers.

One final strategy that has proven effective for us is a presentation we made at a faculty meeting regarding some key issues in special education. The format we used was a discussion of PL94-142, a definition of the mildly handicapped student, a case study, and suggested techniques for teaching secondary students in regular classes. (See outline which follows.) In-service workshops for classroom teachers can be helpful to successfully mainstreaming, particularly if the workshop addresses the needs of the teachers and students involved.

We know the techniques described here that we use at Brien McMahon High School are effective because

1.) our students are now passing their mainstream subjects
2.) the attendance rate for most students has improved.
3.) the suspension rate is lower than it has been in the past.
4.) a positive relationship exists with mainstream staff
5.) many students who have been through our program are now functioning in jobs in the community.

METHODS OF COMMUNICATING AND COORDINATING PROGRAMS WITH REGULAR CLASS TEACHERS:

1. Conferences with individual teachers

    a. When student is first identified as handicapped, clearly definine expectations for each student. Share IEP goals and strategies.
    b. When student is not functioning adequately
    c. When subject material needs modification.

2. Weekly meetings with departments: Language Arts, Math, Science, Social Studies.

3. Monitoring sheet to regular classroom teachers every five weeks when interim reports are written.

4. Conferences with parent and/or student.

5. Study guides prepared by mainstream teachers for review or reteaching in Learning Center.

6. Mainstream tests administered or read aloud in Learning Center.

7. Individualized programs, e.g. spelling, considered integral part of mainstream Language Arts program and grade.

8. In-service presentation on - Key issues in Special Education.

FORMAT FOR IN-SERVICE PRESENTATION TO FACULTY
REGARDING KEY ISSUES IN SPECIAL EDUCATION TODAY.

I. PL94.142
   A. Historical background.
   B. Rationale - reasons Congress enacted Act.
   C. Individualized education plan - Sample I.E.P. distributed and explained.
   D. Rainbow Packet - Evaluations health, psychological, social, academic, speech and hearing.
   E. Planning and placement team.
      1. Members
      2. Process and proceedures
   F. "Due process"
   G. "Least restrictive environment-" Mainstreaming - What it means in general and at individual schools.

II. Definition and characteristics of middly handicapped student.
   A. Educable mentally retarded.
   B. Emotionally disturbed.
   C. Learning disabled.

III. Case study - Profile of a typical learning disabled student. Distributed to faculty and each academic department is to:
   A. Discuss the case.
   B. List program modifications and 5 other teaching techniques appropriate for the student.
   C. Offer suggestions to the group as a whole.

IV. Techniques for teaching secondary students in regular classes.

V. Follow up letter.
   A. Summation of ideas presented.by faculty from case study.
   B. Appreciation for cooperation and interest.
   C. Offer support and consultation.

CASE STUDY

J.R. is a 9th grade student who repeated grade 4. He had serious academic difficulty in middle school and was identified there as a learning disabled student. He is presently in danger of failing all major subjects. The following information is available.

Psychological Report: Average intelligence. Can perceive visual relationships and manipulate objects better than he can use verbal symbols and concepts. Reasons best on concrete level. Approaches limit when abstract reasoning is required. Oral ability is better than ability to write. Good fund of general information. Poorly motivated.

Academic Testing:

Woodcock Reading:		Wide Range Achievement Test	
Word Id.	3.9 G.E.	Reading Recog.	4.0 G.E.
Word Comp.	3.5 G.E.	Spelling	2.5 G.E.
Passage Comp.	3.0 G.E.	Math.	5.4 G.E.
Total Reading	3.7 G.E.		

Strengths:

1. Friendly, cooperative
2. Artistic
3. Good peer relationships

Weaknesses:

1. Low academic skills
2. Poor motivation
3. Poor attendance

J.R. has been assigned to your class and he qualifies for Learning Center supportive services. List techniques that you think will be effective for him.

TECHNIQUES FOR SECONDARY STUDENTS

Simplify both oral and written directions. Use shorter, easier words that convey the same meaning. Use short sentences, perhaps with only one step in each. Review directions by rephrasing and/or providing an example. Have the student repeat the directions to see if he really knows them and to aid him in remembering them.

Do not rely on written language as the indicator of content mastery. Alternative methods such as the following should be considered:

1. Make all dittos easy to read - neat, clear writing, extra space around items plus margins, underline or highlight key words and sections. Be sure ink is dark.

2. Assign projects instead of, or in addition to, research papers. Some suggestions: a taped interview with an immigrant, a slides presentation of pictures selected and photographed by the student of, for example, sources of energy, etc.

3. Give objective tests.

4. If necessary have the test read to the student as he also reads it silently. This can be arranged in the Learning Center setting.

5. If students must write essays, provide the specific questions or statements that should be discussed so that he will know what and how much to answer.

6. Students who simply cannot do an essay might tape one.

7. For short-answer essay questions such as identifications provide a sentence that students can add onto with one or two more sentences.

8. In making up objective tests, use simple language; avoid tricky phrasing.

   Underline the key words in questions.

   Allow students to put answers right on the test. Using a separate sheet of paper can be confusing. Using computer-type answer sheet is very difficult and may be impossible for some students.

   Provide enough time so work can be done.

9. A standard vocabulary list may be too difficult or too lenthly. Even a handicapped student with good verbal ability may have difficulty because his reading experiences have probably been limited. Students with low auditory ability have difficulty because they mishear words and their perception of words do not correspond with what they see in print. Consult the specialist in this area.

10. In science, students should be allowed to use non-technical words if they correspond in meaning. For example, accept the words, "located on the front" instead of "located on the anterior side." In writing objective test statements for the student avoid the technical words if possible. Knowledge of the meaning of the word could be ascertained in a separate question.

11. When giving each assignment detail specifically what is required, and specifically what the answers should contain. Provide steps, and sequence or headings on a ditto if the assignment is long.

12. Before a test, tell students exactly what the test will cover. This will increase the chances that they will study.

13. A good technique for review is to have students go over the material and make up what they think are relevant questions for a test. This forces them to focus and analyze. If the whole class shares the assignment, what is important to study will emerge in the discussion. Give the test the next day.

14. A long-range assignment may be difficult for the handi-capped student to organize and attend to. They need prompting. Assigning segments due at specific dates would be helpful.

15. Use films, filmstrips, tapes and pictures whenever possible.

16. Frequent contact with guidance counselor and Learning Center staff has proven most helpful for handicapped students at the Annex.

These techniques are effective for the mildly handicapped; they may also be appropriate for poor readers or slow learners in regular classes.

Iris Busch
Brien McMahon High School

The Role of the Counselor Working with Handicapped Students

My assignment as guidance counselor at Brien McMahon Annex is somewhat unique in that all of the handicapped students in the school are my counselees. Our special education program involves these students to a great extent in mainstream classes, requiring modification of normal guidance techniques. I would like to share with you some of the specific ways in which I work with these exceptional students.

My initial information relative to each student is supplied at the Spring Planning and Placement Team (PPT) meeting for all incoming 9th graders who will receive special education services. At this time, my role is quite varied.

First, I check the packet of information about the student for completeness and for notation of cases requiring updated testing. This assists our school psychologist in planning his Fall schedule.

Second, I help write the Individual Educational Plan (IEP) giving special attention to behavioral goals.

Third, I help the team select appropriate classes for the student. My input is important because I am familiar with the content and requirements of both mainstream and special education programs.

Finally, as the only member of the team who attends all meetings for potential special education students, I have an overview of the entire group of incoming students and can assist

the administration and the special education teachers to group and balance the learning center classes.

Before school commences in the Fall, I review the records of all special education students and the PPT minutes to note pertinent information which might be relevant for regular classroom teachers, such as specific learning problems, physical disabilities, unusual family situations, social or emotional problems, or anything which might adversly affect the student's school performance. I have found that the mainstream teachers are most appreciative of this information - especially when it is received early in the year.

I believe it is important for the counselor to establish herself/himself as the person behind the computer-printed name on the student's schedule. Therefore, on the first day of school, I visit each special education class to introduce myself and briefly discuss my role. Some key points I mention are:

1. Guidance is a resource and supportive service. It is not a negative experience.
2. Problems will be handled with confidentiality.
3. There are certain procedures for making changes and establishing appointments.

During the first four weeks of school, I meet at least once with each student on an individual basis. This session provides an excellent opportunity to establish rapport and to address some of the unique needs to the student. During the meeting, I attempt to cover at least the following areas:

1. The handicapped student can, and often does, miss key points in large group presentations regarding school rules and regulations. Although the student has heard the rules in the homeroom class, he often needs an individual explanation to fill in the gaps in his understanding. In the quiet of my office, I review the school policies and encourage the student to ask questions which he may not have been comfortable asking in the larger setting. I have found this technique effective in helping the student avoid problems related to misunderstanding of rules and procedures.

2. I also have found that the handicapped student may have difficulty processing the abstract concept of high school credits. At this meeting I will introduce the credit system, pointing out the specific requirements both for 9th grade and graduation from high school. I will review and reinforce this information in subsequent group and individual guidance sessions throughout the year.

3. It has become apparent that many of our special education students enter high school convinced that they will fail. Despite having received passing grades and supportive services in prior school years, many of these students view high school as a place where the work is too difficult for their limited abilities - and they do not expect to "make it". Our individual guidance session can provide the student with an opportunity to focus on his specific fears. We can then begin to make plans and set up strategies for success.

4. Finally, this meeting provides a good opportunity for me to discover particular interest, hobbies and strengths which

I can share with the special education and mainstream teachers. They can use this information to plan appropriately for the student.

This initial conference is followed throughout the year by regularly scheduled group and individual sessions which are designed to help the student understand his handicap, recognize his strengths and make realistic educational and vocational plans. On a day-to-day basis, however, I spend much of my time problem-solving. Problem-solving is the bread and butter of any counselor's work, but with the handicapped students it is important to try to anticipate problems before they escalate into crises. I try to do this in several ways.

1. I target several students at a time (based on previous school records, recent report cards, teacher referrals, PPT minutes or even student request) and monitor their academic progress on a weekly basis. I share this information with out team, with parents and with the student. The focus with the student is always on encouragement and positive reinforcement or, if necessary, on devising new strategies for improvement.

2. I use a reward system to encourage improvement. Again the emphasis is positive. Specific rewards are offered for improved behavior and achievement. The rewards vary greatly. For some, it is a doughnut on Friday after a week of perfect attendance. For others it is a "happy note" sent to parents after active participation in a class. Outings such as bowling, skating and McDonalds have also been effective rewards.

3. I phone and write letters to parents. It is common for schools to inform parents when there is a problem in school.

Letters are always sent for poor report cards or irregular attendance. However, in working with the handicapped student, I make a special effort to call parents several times during the year simply to share some success the student has experienced. I encourage parents to call me at any time, not only if there is a problem, but if they would like to know how their youngster is progressing. Letters of commendation are also sent home for those students who have had exceptionally good attendance and/or improvement during a particular marking period. Parents are often surprised to hear from me - but pleased to learn that high school can be personalized.

4. Another effective measure with the special education student has been constructive use of student-teacher-counselor conference which is scheduled when special problems arise. Often a teacher will complain that a student doesn't do any work, while the student complains that the work is too hard. At the conference we attempt to negotiate an agreement based on what the student says he can do and what the teacher believes would be a reasonable level of effort and accomplishment for this particular student. In this way, we attempt to maximize student participation and effort to the best of his ability.

5. I won't take up your time talking about scheduling - all counselors do it. But when program changes are required, I attempt to place the handicapped student in classes where there is a favorable environment for this particular style of learning.

An important factor in my role as counselor is high visibility. Each day I visit the learning center. I have found that my frequent presence there helps to establish my

accessibility to the students. Not only do I try to be visible to students, but I never miss an opportunity to act as an advocate for the special education student with the faculty and administration. During faculty meetings, department meetings, teacher preparation periods, between classes, I let the staff know of my concern and interest in the handicapped students in their classes. I am present at all weekly meetings between the learning center and mainstream staff. This is another opportunity for an exchange of information, and for me to offer counseling intervention if necessary.

The guidance activities I have described have evolved over a period of years. Support and cooperation from the administration and staff have been key factors in the evolution of the program. Feedback from both students and staff indicate that this kind of guidance program can be of major importance in successfully maintaining handicapped students in the mainstream.

Address given at Council of Exceptional Children, New Orleans, La. - 2/15 - 2/17/81.

Clarifying the Exceptional Black Student's Goals, Roles, Expectations and Behavior in a Comprehensive High School

By - Clarence Brodnax, MSW, ACSW
School Social Worker, Norwalk, Ct

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Social work services have been an integral part of the Norwalk School System for over 25 years and although the role and goals of this service are rather clearly defined in our community, each individual worker has some flexibility to perform his tasks in accordance with his own strengths and abilities. School social workers are generally charged with promoting conditions in schools which facilitate learning and improve communication between the school, home and the community. Social workers also seek to provide consultation in order to share their knowledge of the social and emotional needs of all children: and to assist staff in the understanding and management of specific students exhibiting problems in the classroom. Social workers are also generally available to provide information regarding community resources for the students, families and staff and to be available for the presentation of mental health and human relations material in the classroom.

Generally students are referred for services through the Planning and Placement Team, although occasionally youngsters who do not fall under the Special Education Act have need for services and of course this is not denied them. However, most often we work with the dysfunctional student.

As the school social worker with this team I try to provide casework and group work services directly with children to assist them in solving social and emotional problems which interfere with learning. I seek with the assistance of the other members of the team to enable pupils to reach their full potential in learning by developing self-esteem and improving social interaction . . . . and of course to assist at times of personal or family crisis to prevent more serious problems from developing. This is often done in concert with other agencies in the community with which we develop a very close working relationship. This working relationship not only serves to facilitate referrals when that is required but also gives us an opportunity to interpret the school's goals and objectives for families these agencies may be working with.

Although we do not try to provide ongoing therapy in school, we do use the services of psychiatrists in the community for consultation in those instances of severe behavioral disorders which threaten to disrupt the decorum of the school or the students' availability for learning.

Many handicapped students are turned off to the traditional forms of education because they have not found success in this system. Some students develop their own formulas for success which may not always be in agreement with what the school system considers success although much of this is undergoing rapid change in recent years as the needs of students and society change. Likewise not all students can relate to the concept of delayed gratification or rewards which are encompassed in our grading system and even if they could do so, the so-called "rewards" i.e. grades, marks or what have you, often represent negative rewards since many of these students fail so frequently. Many may not be able to wait for gratification because their life style may not have been one where this has been encouraged. It is, therefore, important to help students formulate and clarify their own goals. Many handicapped children, particularly black ones envision themselves as a future Kareem Abdul Jabbar, Magic Johnson, Reggie Jackson, or in our community, Calvin Murphy who is a product of Norwalk, Connecticut. These youngsters either want to be that Superstar or nothing and consequently find it difficult directing their energies towards striving for a more realistic goal that can be obtained through the educational system. Please do not misconstrue my point here because I do recognize that the Jabbars, the Jacksons and the Murphys are often born out of this same kind of desire for stardom . . . but there is so little room at the top of any one field of endeavor. Therefore, in individual counselling sessions with these students, it is important to help the students identify what they feel are their own needs and strengths and to help them place these needs and strengths in the kind of perspective that will help the students verbalize them to others. Often the underlying causes of disruptive behavior can be found in those students who feel some degree of discomfort in their personal and academic lifestyle that is not leading them to some satisfying future. This we try to interpret to the teachers who may be able to restructure some of their work for these children. In the long run it is far better for us to restructure the school program for the children than to drive them away because they do not fit in.

I try to help them focus first on short-term, personal goals which are relative and definable, like getting to school regularly and on time. As a reward for reaching these goals there might be an occasional trip to McDonalds or other visits outside of school. Once formalized, they are shared verbally in a group situation in order to try the goals out on their peers. The students are then able to help each other . . . and in the right kind of atmosphere they are encouraged to discuss honestly and openly at least what is unrealistic. In other words, the student who dreams of being a basketball star and can't even dribble a ball is so warned by his peers.

Every person has some strengths. However, in school we sometimes over-emphasize the handicapped student's weaknesses specifically by some of the requirements we make of them in the classroom and the poor way they may have been able to respond to the academic demands of school. Usually 4 or 5 of seven daily class periods are for academic subjects where often these students feel most uncomfortable. Therefore, in the group situation students are also helped to discuss the facade . . . that is, their effort to project a feeling of competence often in the face of inadequacy . . . the inadequacy that many years of failure have brought to them. We focus on specific topics such as discipline and what it is all about; we talk about getting along with and understanding teachers and peers; difficulties in understanding the classwork and modes of coping in the face of this problem; . . . and difficulties with parent-child relationships are an integral part of the group discussion. We try to help them share just what they feel is inhibiting them from achieving their maximum potential and try to help them find ways of overcoming it. Surely reaching this point with youngsters takes a great deal of patience and it is important to be available to them when they feel a need to talk out some of their troubles and concerns. It is very important to listen to their concerns regardless how silly or insignificant they may appear to us for usually by the time these children reach the high school level they feel that no one listens to them or understands them anyhow and they are quick to turn us off if we are not receptive.

In our community, we have an alternative high school which offers a vocationally oriented program. Students who attend that program can either obtain a regular high school diploma or a vocational certificate in any of these seven vocational areas including auto mechanics; landscaping; manufacturing services; food services; small engine repair; clerical services; or maintenance and repair of building. It usually takes a very special counselling approach to get the black student to attend the alternative high school or even the State Technical High School which is in close proximity to our city. It seems that these schools are acceptable only after the students have found the traditional school to be unsuccessful in meeting their needs. Unfortunately, by the time some of these youngsters are ready to leave the traditional school program either by graduation or some other circumstance, they find they are not prepared to take an active part in the labor force.

So, as the student who chooses to remain in the regular school program begins to identify and formulate specific vocational goals, I try to arrange with people in the community to spend time, sharing their skills, abilities and talents with these youngsters so they can get a clearer idea of what specific jobs and career fields are available in our community. Most often this activity is done on a small group basis and transportation is provided by private automobile since it allows for immediate feedback of what is observed. I have found in my 15 years of school social work that in our community, private industry is anxious to help in this fashion not only for what benefit it offers the students but also as a way of showing off their business to prospective employees. We know generally that private industry across our country feels that our traditional educational approaches do not prepare students for specific employment and that usually Boards of Education do not even ask them to assist in preparing youngsters for the world of work. Therefore, industry provides its own forms of training and education only after the student has left the school. Some students have actually obtained jobs as a result of such visits.

Another specific and important role of the social worker in the team has been that of trying to provide adequate role models for the youngsters who do not have one. Many handicapped black youth come from one parent families in which there is no identifiable male role model. Families tend no longer to be extended and the once important uncle or grandfather is no longer as visible as was once the case. We have helped to establish a big brother program which in our community is called "Project Friendship" which seeks to match students with adult friends who likewise share their warmth, understanding and skills and abilities with the students so selected. A referral to that agency often produces positive results for the students.

Far too often it is the student's feeling of inadequacy, of not belonging, of not being understood that poses the greatest problem to the classroom teacher and the customary referral to the administration for discipline is the result. Usually discipline is not an adequate solution to the student's problems. Perhaps my single most important role is in serving as an advocate for the students and their parents in helping them to identify and share their concerns openly with the school. For certainly the key to most successes is in open communication between all parties.

Unfortunately, many parents send their children to school only because the law says so and because they know their children will not succeed without an education. However, they are not always sure what the school expects of them or what their role in the educational partnership is.

Many times parents feel hostile, or distrustful of what they understand goes on in school. Our effort then must be to try to get the parent involved in his child's school program in the early school years and not only when there is a problem and everyone is on the defensive.

We should always keep in mind as educators that every parent wants the best for his child and if we remember that this child whom we are attempting to educate is a person who is loved by someone and that it is up to us to have that child learn to love himself and respect himself,then he will fulfill his and his parents' desire of becoming a total human being.

THE READING SPECIALIST

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When a mainstreamed handicapped student enters the classroom in the fall, he is an anonymous face, and he often remains so for quite a length of time until the teacher familiarizes herself with the 125 to 150 students for whom she is accountable. In the lapse between the beginning of school and the time when a student takes on an individual indentity for the teacher, many students either fail, become discouraged or give up.

My role as a reading specialist is to throw a life preserver to these potential failures before they drown in the mainstream. My second function is to teach them to swim. The life preserver involves a detailed awareness on my part of the mainstream teachers' weekly objectives and the development of techniques to help students achieve these objectives. It also includes sensitizing teachers to fundamental approaches they can use to facilitate students' grasp of content material. The "swimming lessons" are individualized programs for skill development.

Many of the exceptional black students are not success oriented. Coming from backgrounds where academic success is not the norm, they frequently do not expect to succeed; thus to fail becomes a self-fulfilling prophecy. My most essential task is to create an atmosphere which encourages the development within students of a belief that they can succeed in the mainstream. Therefore, my initial emphasis is on seeing that students complete their class assignments rather than on developing deficit skills. If, by grades 10 or 11, a student has not acquired the requisite skills for successful completion of course materials, a few hours a week in the reading center is not the answer to the immediate needs of the student. Just as an apprentice learns his trade by doing, so do students develop skills by completing their assignments. The completion of assignments is a key factor in developing confidence and an orientation toward success.

Basic to helping students complete their assignments is knowing what the assignments are. Depending upon students to remember and to understand what has been assigned is like waiting for one's horse to place. There has to be a reliable, systematic procedure for keeping informed which does not demand much work from the mainstream teacher, who is often already over-burdened with clerical tasks. Thus a mimeographed, weekly assignment sheet, which delineates areas generally covered in the classroom as well as names of texts frequently used and which provides spaces for listing page numbers and dates when assignments are due or tests will be given, can resolve the communication problem. Such an assignment sheet takes less than five minutes of a teacher's time to complete, and once the routine of using it is established, teachers rarely forget to submit it. (See appendix)
Upon receiving the sheet and any copies of student worksheets, I transcribe the information to a form for posting which has teachers' names followed by boxes for listing assignment due dates, tests and projects. (See appendix)
Folders with names of teachers can be placed in an accessible area of the room (I staple mine to the front wall) for students to refer to when needing copies of worksheets that they have either lost or forgotten.
Thus the initial, unnecessary obstacles to success, often inadvertently created by the student himself, are removed.

The second step is for the teacher to go through the process of doing the assignments, especially if one is working simultaneously with several students from more than one classroom. Although this is very time consuming, one must familiarize herself with the content being covered and experience what teachers are requiring of students in order to anticipate difficulties they may encounter and develop strategies for overcoming these difficulties. It also alerts teachers to materials which need to be prepared to facilitate the learning of the subject matter. When conceptual assignments have been given, teachers can then formulate techniques for drawing ideas from their students so that they can complete the assignment.

In helping students complete assignments, the reading specialist must take into account several characteristics of the exceptional child. One of those is his vocabulary. The black exceptional child, more often than not, is handicapped by a limited vocabulary. His lack of vocabulary development has circumscribed the perimeters of his world and cheated him of universal knowledge. An inordinate amount of time must be devoted to the growth of vocabulary if the exceptional student is to function independently. Not only does he need vocabulary expansion to comprehend what is being covered in class, but by his sophomore year he finds himself responsible for lists of words he's never encountered. He finds content area teachers emphasize vocabulary and that he's almost in the position of learning a foreign language.

To help students cope with vocabulary demands, teachers should encourage students to put all new words on 3 x 5 cards or equivalent-sized sheets of paper and write the meaning on the back. A similar set of cards should be prepared by the teacher for classroom study and test preparation. Having a set already made provides a valuable resource for students for another reason. The handicapped student generally needs more time than other students to complete his assignments. For him to waste time looking up words he can't pronounce only to find a meaning he can't understand is a misuse of time. Teacher-made sets can provide comprehensible meanings as well as clues, visual or written, for helping the student remember the words. Using vocabulary cards also helps to break the negative mind set that develops when students see a formidable list of unfamiliar words.

Limited sight vocabulary, regardless of its cause, is a factor which keeps students from completing another often formidable task----the reading of a class novel or even a short story. Putting on tape the majority of novels and stories students are required to read should be a priority of the reading teacher. Certainly this provides a means for

students to learn by doing. If a novel is written at a student's frustration level, he probably will give up reading it very quickly even though ultimately the story line might be interesting to him. Rarely does the mainstream teacher provide an alternate novel for the poor readers. If the student is to meet the requirements of the mainstream, books on tape are his only alternative. Teachers should seek parent volunteers, service organizations as well as commercial outlets to help develop a tape library of required literature.

Tapes can also be used for recording articles from reputable magazines that students might otherwise reject. A common assignment at our school given by history teachers is the "reaction paper," an assignment requiring students to read, summarize and react to an article in a magazine such as Time, Newsweek or U.S. News & World Report. By previewing articles for vocabulary, making up outlines or guide sheets and putting the articles on tape, I have been able to help my students share in current events and cultural experiences to which the door may have otherwise been closed, and the students have been able to complete a requirement as well as, if not better than, other students in the class--a big plus in developing confidence.

The "Back to Basics" movement has led to the revival of teaching grammar in many classrooms where it had been ignored for years. Needless to say, learning grammar is a difficult task for the handicapped student for whom the sentence is a string of isolated words without any particular relationship among them. As formidable as the long list of vocabulary words is the long paragraph from which he must identify the parts of speech and their functions. A two-part technique, involving breaking sentences into small, manipulatable units and making a set of grammar cards, is useful in helping the student survive the grammar unit and in developing his awareness of how word patterns contribute to meaning.

To make the grammar cards, one prints one part of speech on a piece of paper or oak tag approximately 4" x 7". A comprehensible definition follows with a listing of characteristics of that part of speech. In cases such as pronouns, prepositions, helping verbs and coordinating conjunctions, a list of the words fitting the category should be written for easy reference. (See appendix) The cards can then be laminated for longevity. (Students should also make a set to keep with them to study.) For identifying parts of speech within a sentence or for learning punctuation or sentence types, students should be given strips of paper of varying length. The teacher then gives directions to students to put individual punctuation marks or examples of each of the parts of speech on the small strips of paper. Simple sentences should be placed on the longer strips. Some of these sentences will be teacher-created and some student-created. Students then manipulate the strips of paper, according to teacher directions, to form word patterns or different types of sentences, depending upon the objective of the lesson. The important concept here is that students manipulate the parts of the sentence and tactilely sense how and why words pattern together. In time they begin to see and verbalize the relationship that exists between words and word groups. Even though the technique might sound somewhat elementary, I have used it successfully with both high school and college students!

The completion of class assignments or the acquisition of content material is, in the mind of the student, preparation for the quiz or test which follows. Teacher communication again becomes very important. Reading teachers should build a relationship with the mainstream teacher which will make the mainstream teacher feel comfortable about sharing a test with the reading teacher ahead of time so that students might prepare for a type of test or which will lead to having students leave the classroom in order that they might take the test with the reading teacher. The reading

teacher can then restate questions, define new terms or read the test to the student. One of the mainstream history teachers allows four of our mutual students to take the test together and work out the answers. This has created a meaningful learning experience and a healthy competition in which each tries to "best" the other by what he knows.

Survival in the mainstream can be accomplished if an adequate support program is provided and the student is motivated. However, the rate of independent "swimmers" increases proportionately to the interest of the mainstream teacher in seeing that it happens. The reading specialist can become a resource person for the mainstream teacher, offering suggestions that do not increase a teacher's workload but might enhance one's effectiveness. I will briefly describe two ways in which this can be accomplished.

The State of Connecticut requires all tenured teachers to select one or two measurable objectives which they will attempt to accomplish during the school year. By offering her services to teachers who would like to have an objective involving reading in the content area, the specialist can suggest one which would favor the handicapped student in the classroom and can provide follow-up activities and consultations to bring about the achievement of the goal. It's an opportune time to make headway in encouraging teachers to present materials in a way that facilitates learning for all students.

The offering of workshops on topics which ultimately effect the success of the handicapped student in the mainstream is another means of sensitizing teachers to the special needs of these students and providing techniques or addressing the needs. Our workshops are offered on a voluntary basis during the time spot usually reserved for faculty meetings. The have been kept short so that teachers riding in car pools aren't eliminated if other

members in the car pool do not attend. A brief summary of the workshops follows.

WORKSHOP I: EVALUATING READING MATERIAL

The purpose of the workshop is to present quick methods for determining readability of texts such as the Fry or Flesch formulas. The concept of the Informal Reading Inventory is offered as a means of determining the suitability of a text for a class. Samples of Informal Reading Inventories with instructions on their construction are distributed.

WORKSHOP II: SVQ4R (See appendix for details)

SVQ4R is an adaptation of Robinson's SQ3R. The workshop explains how the system can be used by teachers when introducing a new unit, chapter, periodical or piece of literature.

WORKSHOP III: NOTETAKING

Teachers are shown cooperative techniques in deriving notes from reading materials. A long range plan for teaching outlining as a way of recording classroom presentations and notes from reading is presented.

WORKSHOP IV: TECHNIQUES FOR TEACHING VOCABULARY

After demonstrating the confusion student experience with words of multiple meaning and the frustration students feel in meeting a new, specialized vocabulary, teachers are shown a variety of ways for teaching vocabulary. Stressed are the use of context clues, the study of roots and affixes peculiar to a content area and teaching vocabulary at three levels: literal, inferential and applied.

WORKSHOP V: MAIN IDEA AND PARAGRAPH CONSTRUCTION

Teachers are shown how to examine their own textbooks for the manner in which paragraphs are constructed and the function paragraphs serve. The importance of showing students how to determine the main idea in their particular textbooks, whether stated or implied, is emphasized.

In-depth discussion of all of the topics can be pursued for any teachers expressing interest in doing so. The importance of the workshops lies in their making teachers aware of the difficulties handicapped students face when these topics are not addressed and in giving them a few tools to begin to incorporate the concepts presented into their planning and teaching.

Teaching is an isolating profession. We have to make a concerted effort to share our strengths and help each other solve problems. The more we remain confined to our rooms, making a mystery out of every activity that occurs behind our closed doors, the more we deprive ourselves and the more we restrict the opportunities for the students we teach. The reading specialist functions best if she/he functions in tandem and harmony with the rest of the staff. Needless to say, the handicapped child is the ultimate beneficiary of this harmonious relationship.

HISTORY PLANS

NAME _____ DATE _____

	TOPIC / PAGE	DUE
REACTION PAPER		
PROJECT		
VOCABULARY		
GUIDE QUESTIONS POA HIS. FREE PEOPLE WORLD POWER HISTORY OF U.S. OTHER		
QUIZ TEST		

IMPORTANT CONCEPTS

WEEKLY PLANS

NAME: _____ ENGLISH WEEK OF: _____

ESSAY / PARAGRAPH	TOPIC:	DUE:
VOCABULARY		DUE: TEST:
GRAMMAR A. Worksheet B. Textbook	PAGE _____ _____ _____	DUE _____ _____ _____
PROJECT	Title	DUE
NOVEL 1. _____ 2. _____	CHAPTERS	DUE
ANTHOLOGY 1. _____ 2. _____	PAGES	DUE
TEST	DATE	FOCUS

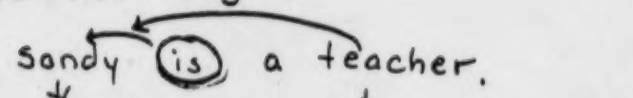
WEEK:

History Happenings!

TEACHER	TEXT	PROJECT	GUIDE SHEETS	REACTION PAPERS	NEXT TEST
Kidd					
Iodice					
Mc Loughlin					
Rubin					
Spence					

LINKING VERBS

1. LINKS A WORD IN THE PREDICATE to the subject



to be	seem
am	* look
is	* appear
are	* taste
was	* smell
were	* act
___ be	* feel
___ been	

* These WORDS can be linking verbs or ACTION VERBS. It depends on the sentence.
He looks good. (LV) He looked at her. (ACTION)

NOUNS

Names person, place, things and ideas or qualities

Forms plural by adding "s" or "es"

FORMS possessive by adding "'s" or "s'"

MAY have one of these endings:
-acy, -age, -ant, -dom, -eer
-hood, -ist, -ness, -ship, -y

Can function as:
SUBJECT, DIRECT OBJECT
INDIRECT OBJECT, OBJECT
OF PREPOSITION, SUBJECT
COMPLEMENT, APPOSITIVE

EXAMPLES: bird, boy, love
hope, car, inflation, cotton

CONTENT READING QUESTIONNAIRE

		YES	NO
1.	Have you taken a "Reading in the Content Area Workshop?"	___	___
2.	Have you ever developed a cloze test based on your textbook?	___	___
3.	Have you ever had a readability test done on your textbooks?	___	___
4.	Do you know how to prepare vocabulary worksheets which utilize context clues?	___	___
5.	Do you review chapter questions with students prior to their reading the chapter?	___	___
6.	Are you aware of techniques to use prior to assigning research papers which will show students how to identify the main idea of a passage, how to take notes on a passage, how to express passage ideas in their own words and how to organize their materials?	___	___
7.	Do you know how to use SQ3R or SVQ4R with your textbook?	___	___
8.	Do you know how to compose a test which will indicate your students' ability to utilize all the resources of their textbook?	___	___
9.	Do you know how to prepare a guide for chapters in your textbook which includes questions on the literal, inferential and implied level?	___	___
10.	If you have never attended a workshop or a course on "Reading in the Content Area," would you be interested in attending any or all of the workshops to be offered in January, February and March?	___	___
11.	If you have previously attended a "Reading in the Content Area" workshop, would you be interested in a follow-up workshop?	___	___

S Q 3 R or S V Q 4 R

1. SURVEY (Chapter arrangement)
   a. Main Topics
   b. Sub-topics
   c. Chapter divisions
   d. Graphics

A. (For narration)
   a. Discussion of story title for:
      (1). Mood
      (2). Setting
      (3). Principal character
      (4). Suggestion of plot
   b. Reading of initial paragraphs or dialogue for:
      (1). Arouse curiosity of direction of story
      (2). Familiarization of writing style of author
      (3). Familiarization of type of language being used

2. VOCABULARY
   a. System used in book
      (1). Print
      (2). Boxing of colors
      (3). Section at end of chapter
   b. Teacher supplement
      (1). Familiarization (word recognition)
      (2). Short definitions
      (3). Follow up activities (affixes, multiple meanings, context clues, categorization, technical vocabulary, vocabulary cards)

3. QUESTION (reading for a purpose)
   a. Turn sub-titles into questions
   b. Review chapter questions
   c. Teacher questions (inferential and applied)

4. READ
   a. Outline as guide (optional)
   b. Answer questions formed from sub-titles
5. RECITE
   a. Share questions and answers orally with partner or small group
   b. Say answers to questions out loud to oneself
6. REVIEW
   a. Review immediately
   b. Periodically study vocabulary
   c. Periodically study question and answers
7. REFLECT (can be teacher assisted)
   a. How does material relate to previously learned material?
   b. How is material significant to my life?
   c. What new ideas have I learned?
   d. Is the material biased?